



Examiners' Report

June 2023

GCSE History 1HI0 30

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Introduction

It was noted in this report last year that many candidates were very well-prepared for this option and the examiners were pleased to see that this was again the case this year. Candidates appeared to be comfortable in dealing with a range of political, economic and social aspects of the period. Candidates were well-prepared for the question styles and there was clear understanding of the demands of all questions, and they responded particularly well to the enquiry 'package' in question 3.

The answer space provided is intended to be sufficient for the question to be answered in full and although some students did write on extra sheets they were not always as successful as those who produced more concise answers. Where additional space is needed, it is important that students clearly state that the answer is continued on paper.

Questions on this paper cover all the Assessment Objectives but over half of the available marks are for Question 3, which focuses on sources and interpretations. These questions form a coherent package leading to a final question in which students, having explored the utility of the provided sources, analysed the different views presented in the interpretations and the reasons for those differences, and are then invited to judge the extent to which they agree with one of the interpretations. It is therefore important that students appreciate the difference between sources and interpretations, and the focus of different parts of Question 3.

The focus in 3(c) is on why the interpretations might differ and the specific areas of weakness explained below should be read carefully. It is not possible to provide effectively substantiated reasons why the interpretations are different based on such things as where and when the interpretations were published although a small number of students did attempt to do so without success – (see specific information about 3(c) below).

Question 3(d) carries the highest number of marks on the paper. Successful students will have already seen how the views in the interpretations are different, why this might be the case and, in completing 3(a) have understood that there is likely to be evidence in support of both interpretations. They are now asked how far they agree with one of the interpretations. The strongest answers to 3(d), therefore, focused clearly on the interpretations themselves, reviewing the alternative views and coming to a substantiated judgement. Students who focused exclusively on the view provided in Interpretation 2 and used this as a basis for an essay based on their own knowledge were less successful than those who considered the alternative views from both interpretations. There is no expectation that both interpretations are dealt with in equal depth, but both should be examined explicitly. The use of contextual knowledge is an important element in this evaluation, but it must be precisely selected to support the evaluation and not just used to display knowledge of aspects of the topic which the student has revised but are not relevant to the enquiry. In addition, some of the strongest answers were able to show how the differences of view in the two interpretations were conveyed in reaching their overall judgements.

Examiners reported some impressive answers to 3(d) and many students were able to engage confidently with the interpretations, taking a range of approaches. However, this question was accessible to all students and even those who did not score highly understood the need to offer evaluative responses leading to an overall conclusion. Only a few students were unable to identify the view being offered by the interpretations, so the majority were able to construct a response in relation to these views. Students rarely seemed rushed and full answers were generally provided showing that timing wasn't generally an issue on this paper.

Question 1

This question requires students to make two inferences from a source and it is often regarded as an 'easy' question. However, students need to be sure that the inferences they make are valid inferences in relation to the question focus and not just paraphrases of the content of the source.

The focus of the question was about the aims of the Kornilov Revolt. There were two marks available for each valid inference – one for the inference itself and one for the supporting information. Most students seemed to understand how to make an inference, and most used the content of the source to provide support for the inference. Such students tended to make inferences about Kornilov wanting to introduce a more representative form of government, which could be referenced by 'I promise to introduce a Constituent Assembly that will allow Russian people to decide their future'. Some students just repeated the content of the source, without making an inference, or simply reworded the source. No marks were available for this approach. A significant minority of students wrote inferences which were not about the aims of the Kornilov Revolt, but were about the general state of Russia, or about the problems facing Russia. No marks were available for this approach.

1 Give **two** things you can infer from Source A about the aims of the Kornilov Revolt.

Complete the table below to explain your answer.

(i) What I can infer:

I can infer that the Kornilov general Revolt ~~Kornilov~~ wanted ~~to~~ ~~new~~ the people to ~~elect~~ elect a new Government.

Details in the source that tell me this:

General Kornilov states "I promise to introduce a Constituent Assembly" in order to allow the people to vote.

(ii) What I can infer:

That the ~~the~~ Kornilov ~~revolt~~ Revolt aims to defeat the Germans by continuing to fight in World War One.

Details in the source that tell me this:

General ~~Kornilov~~ Kornilov states "I cannot stand by and let Germans make slaves of the Russian people"



This student has made two inferences about the aims of the Kornilov Revolt supported by direct reference to the source, so gains full marks.



Students should ensure the inference is not just a quote/paraphrase from the source.

1 Give **two** things you can infer from Source A about the aims of the Kornilov Revolt.

Complete the table below to explain your answer.

(i) What I can infer:

the aims are to save Russia

Details in the source that tell me this:

he declares that he wants nothing for himself than to save Russia

(ii) What I can infer:

that Russia is in trouble

Details in the source that tell me this:

"Together, the Germans and the government are killing our country"



The first inference and support is valid, but the second is not an inference about the aims of the Kornilov Revolt and therefore cannot be credited. The answer received 2 marks.



Students should ensure the inference is about the specific focus of the question and not just an inference based on the content of the source more generally.

Question 2

In Question 2, the focus will always be on causation, but the question does not require a judgement to be made or for the answer to prioritise or show interaction of factors and no marks were available to reward this evaluation, however strongly argued. Instead, the most successful students showed a consistent analytical focus throughout their answers, and many were able to access Level 4 by doing so.

In Question 2, the stimulus points in the question will often be useful reminders to students of specific areas of content which they can write about. Students do not need to use these stimulus points but there is an expectation that there will be some depth of knowledge, shown by three discrete aspects of content being covered, although this does not mean students need to identify three different causes or events.

A small number of answers remained at Level 3, despite excellent contextual knowledge, because they missed the focus of the question, in this case the reasons for the introduction of the NEP. The mark scheme's bullet point for Assessment Objective 2 (analysis) at Level 4 expects an analytical explanation, directed consistently at the conceptual focus of the question. Students who responded to the topic rather than the key conceptual focus of why the NEP was introduced were unlikely to achieve high marks. Those who did reach Level 4 realised that the topic provides the context but that there is a specific focus, which the analysis should address.

Many students performed well on this question and the majority of students were able to go beyond the stimulus points, with reference to three aspects of content, and relate these to the question. It was noteworthy that even students with more limited knowledge of the content were often able to provide a clear structure in their answers, if not a clear analytical focus. The stimulus points are provided to help students to link the question they have been asked with the material they have studied and to provide a prompt to the analysis.

The majority of students were confident in discussing how War Communism and its impacts were a reason for the introduction of the NEP. Many students also discussed the significance of the Kronstadt Mutiny in highlighting to the Bolsheviks the need for a change in policy. Some students also discussed the dislocation of the economy in the aftermath of World War I and the Treaty of Brest Litovsk as causes of change in economic policy. Very few students chose to write about the NEP rather than the reasons for its introduction. On the whole, this question was well answered.

At Level 2, students often described War Communism or the Kronstadt Revolt which left links to the question implicit, which fits Level 2 for the AO2 focus on analysis. At Level 3 students were mainly focused on the conceptual focus of the question but sometimes lacked the wide-ranging knowledge required at Level 4. At Level 4 there were many sustained analytical responses supported by well-chosen examples which displayed clear understanding of the precise question, and these were often rewarded with full marks.

2 Explain why the NEP was introduced in 1921.

(12)

You **may** use the following in your answer:

- War Communism
- the Kronstadt Mutiny

You **must** also use information of your own.

one reason why the NEP was introduced is because of war communism. When the Bolsheviks rose to power after their revolution, they had plans to change Russia completely for the better and they also needed to secure control of the country. They wanted to stay in the war but they introduced war communism to help the country and their soldiers. War communism was when grain and other types of food were made to a fixed price to make prices lower for the army. However, this caused massive unrest amongst the peasants as they didn't want to sell their grain for a low price. This was significant because it resulted in peasants destroying their crops or keeping it for themselves. This led to food shortages and the Cheka had to forcibly seize their grain which made the Bolsheviks unpopular. This led to them deciding to introduce the NEP as there was a lot of discontent, and

living conditions and food shortages and the economy was also bad.

Another reason is because of the Kronstadt mutiny. This was shortly after the Bolsheviks took power and it was an uprising amongst workers and sailors demanding for better working conditions and higher wages. Some of these people ~~was~~ helped the revolution in 1917 but now they were ~~was~~ discontent and unsatisfied by the way war communism had been put over their lives. The ~~the~~ debt policy put an end to it but the Bolsheviks became even more unpopular across the whole country. This ultimately led them to introduce the NEP which brought back some aspects of capitalism and peasants could sell their grain and keep the money.

One last reason is because of the ~~economic effects~~ of world war one, the effects were detrimental ~~to~~ to the economy as the ~~the~~ people couldn't afford everyday items like bread ~~and~~ and grain and living conditions were so

bad. ~~One~~ Another major factor that led to the NEP was the Treaty of Brest Litovsk. This is when Russia signed a peace treaty with Germany to stop the war. Although this was good for Russia, it meant that they lost a lot of resources and goods and the economy plummeted. This coupled with the bad effects of world war one meant that the NEP was introduced to stabilise the economy.



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Examiner Comments

The student has covered three areas of content (War Communism, the Kronstadt Mutiny and the effects of World War I) and has, therefore, satisfied the requirements for higher marks in Assessment Objective 1 to go beyond the stimulus points and to show wide-ranging knowledge. The quality of analysis meets the demands of the mark scheme for Level 4 at Assessment Objective 2. Although this student has not provided a conclusion, Level 4 has been reached by the focus on the question which is evident in every paragraph. This was a strong response which achieved a mark at the top of Level 4.



ResultsPlus
Examiner Tip

Keep the analysis linked to the question all the way through the answer and make sure that detail is being used to support the analysis, rather than being provided simply as information.

2 Explain why the NEP was introduced in 1921.

(12)

You **may** use the following in your answer:

- War Communism
- the Kronstadt Mutiny

You **must** also use information of your own.

One reason why the NEP was introduced in 1921 was because of the ~~disastrous~~ terrible economic ~~effects of war~~ and social effects of War Communism in 1918-1920. This is because during War Communism Lenin re-introduced grain requisitioning which aimed to take grain from the peasants in order to feed the Red Army during the civil war in 1919-1920. However this resulted in high death rates as many peasants died as a result of the ~~lack~~ lack of grain to make food. More than 12000 peasants died as a result of grain requisitioning. However Lenin introduced the NEP in order to solve this problem. In 1921 Lenin declared

that peasants could sell extra grain for their own profits which meant that the ~~peasants~~ peasants now had enough money to buy their own food. Furthermore money was also re-introduced during the NEP which meant that peasants ~~could~~ used this money to buy extra goods.

Another reason why the NEP was introduced in 1921 ~~is~~ was because of the Kronstadt Mutiny. This is because the ~~Kronst~~ Kronstadt Mutiny was a huge shock to the Bolsheviks as it was lead by the sailors who had been the biggest supporters of the Bolsheviks during October revolution 1917. The mutiny was started because the sailors ~~were~~ wanted democracy and were unhappy with war communism. Therefore the Mutiny helped Lenin ~~and~~ the ~~Bolsheviks~~ to set up the

NEP because it was a "make up call" to the Bolsheviks.

Lenin realised that the NEP had to be introduced because even the sailors (their biggest supporters) were unhappy with War Communism which is what started the Kronstadt Mutiny.

Overall I believe that the main reason why Lenin set up the NEP was because of War Communism. This is because War Communism resulted in discontent amongst the people which is why the Kronstadt Mutiny also began in the first place. Therefore the only solution to War Communism was the NEP in order to satisfy the people and to solve the ~~these~~ economic crisis.



The answer provides an explanation covering 2 aspects of content which is mainly directed at the conceptual focus of the question. However, although accurate and relevant information is used, it is not consistently at Level 3. Both paragraphs have strong Level 3 knowledge and reasoning, though as only 2 aspects of content are covered, the mark cannot go beyond mid-Level 3.



Responses must cover 3 aspects of content in order to achieve a mark above 8.

Question 3 (a)

All of the sub-questions in Section B relate to either of the two interpretations, Sources B and C, or both the sources and interpretations. Question 3 (a) targets the ability to analyse and evaluate source utility and, in doing so, introduces the enquiry which will be dealt with in further detail in questions 3(b), 3(c) and 3(d).

Question 3a

In Question 3 (a) students are expected to evaluate the usefulness of the content, taking account of the provenance of the sources and applying contextual knowledge in making judgements about the utility of the sources as evidence for the specific enquiry, in this case the reasons for Stalin beginning the purges. These strands are linked and should be dealt with together, rather than in isolation. There is no need to compare the two sources and, indeed, only a handful of students did attempt to do this.

Students found the sources accessible and were confident in showing that the content of the sources was relevant for the enquiry and therefore useful. They could also make a number of points about the significance of the provenance for the usefulness of the content, although sometimes this consisted of simple statements rather than a developed explanation. When considering provenance, generic comments about a source being biased (with no explanation of how that bias could be detected or why it occurred) or about the source being reliable because it came from the time under investigation, could be made without any reference to the individual source and therefore remained at Level 1. This type of generic assumption was seen when some answers assumed that the authors of the sources would be biased or that the accuracy of both sources was high as they were written by people who were there at the time.

At Level 2, developed comments were made about the content of the sources, for example, the fact that in Source B, Stalin is shown as being ruthless and ambitious, and in Source C the death of Kirov leading to a range of trials. There were also good comments made about the provenance of the sources – that Source C, being a written by Kravchenko whilst in exile in the USA, would likely reflect his memories without influence from the USSR.

Some very good answers could not access the higher marks because they did not include contextual knowledge. Contextual knowledge is mentioned at every level of the mark scheme and failure to include it limited a number of otherwise good answers. Students should recognise that it is not enough to repeat a detail from the source and assert that this can be confirmed from the student's own knowledge or to give generalised comments such as 'I know that Stalin was ruthless' – some additional detail is needed as a demonstration of that own knowledge. Contextual knowledge should be relevant to the enquiry and used to assess the source, for example, to add detail about something mentioned in the source, to add weight to an aspect of the provenance, to place the source in a broader context, or to assess whether the source gave an accurate view or showed a typical situation.

At Level 3, comments need to consider the effect of an aspect of the provenance on the usefulness of the source content, and contextual knowledge should be integrated into the process of reaching a judgement, not simply provided as information.

In this question, the focus should be on assessing the usefulness of what is in the source rather than listing details which are not mentioned. Since the question asks students to evaluate the usefulness of a source, it can be valid to note the limitations of a source, but these points need to be used in an overall evaluation of the usefulness of the source; an answer which focuses on 'missing' information without weighing the positive aspects of the source, is unlikely to score highly. Sources should not be dismissed because they do not cover every detail that might be helpful in an investigation and students should recognise that unreliable sources can be very useful. If the answer identifies omissions from the source as limitations on its usefulness, this should be linked to a consideration of the provenance, showing whether this is the result of lack of knowledge or deliberate omission.

The question asks 'how useful' the sources are, so a judgement should be made on the usefulness of the source's evidence for the specific enquiry. Good answers made clear the criteria being used to assess the usefulness for the enquiry of the sources, weighing the value of the content in the light of the provenance and the student's own knowledge. Various criteria could be used, for example accuracy of detail, reliability, the relevance of the source, the way it could be used by the historian, how representative the source is etc. and good students recognised that a source which is regarded as unreliable can be extremely useful to the historian.

Although a judgement should be reached on the overall usefulness of each source, there is no requirement to compare the sources or to use them in combination and no marks are available for this. Students who focused on comparisons between the sources often failed to develop their judgement on each source properly; if this approach is used, it is important that the answer still comes to a judgement on each individual source.

Very few answers only considered one source, but it should be noted that every level of the mark scheme refers to 'sources' and therefore answers which do not consider both sources cannot access high marks.

3 (a) Study Sources B and C.

How useful are Sources B and C for an enquiry into the main reason why Stalin's purges began?

Explain your answer, using Sources B and C and your knowledge of the historical context.

(8)

Source B can be seen as partially useful into an enquiry into the main reason why Stalin's purges began because the source is a recollected account from a conversation between a Russian exile and Bukharin. This therefore adds weight to the source as it can be truthful as they are speaking about the political issues that are occurring at the time of the conversation. From my own knowledge I can see that the content is correct as Bukharin talks about how "Stalin will not permit them to live." If they think it know they are better than Stalin at anything. This content refers to the cult of Stalin and how Stalin set the country up to believe he was the greatest man alive. However this source can be seen as unuseful as it doesn't explicitly talk about all the reasons why Stalin's purges began despite mentioning why he may kill someone.

Source C can be seen as very useful into an enquiry into the main reason why Stalin's purges began because the source is written from the point of view, in a first person account of what happened, from a Communist party official. This adds weight to the source as he is giving an account on what he saw and experienced as a Communist party official.

from my own knowledge I can see that the content of the source is correct as the death of Kirov was more likely ordered by Stalin however was used as a way to gain higher political power by removing ~~the~~ his biggest opposition. The source states that after Kirov's account of death, "next came a series of ~~official~~ official reports showing that followers of Trotsky, Zinoviev ~~and~~, Kamenev and other ~~the~~ old Bolsheviks were linked". I can state that this is ^{true} ~~true~~ and can be seen as useful into an enquiry about Stalin's purges. The content of the source shows historical accuracy about how Stalin's purges started as "Hundreds of suspects were executed without a trial." Therefore source C can be seen as very useful into an enquiry about Stalin's purges because it is reliable and historically accurate.



ResultsPlus
Examiner Comments

The student applies their own knowledge to test the accuracy of elements of the content of the sources. They also evaluate the provenance and how this may have an impact on the usefulness of the content. This answer achieved a level 3 mark.



ResultsPlus
Examiner Tip

Comments about the usefulness of a source should take into account how the provenance affects the usefulness of the source content.

3 (a) Study Sources B and C.

How useful are Sources B and C for an enquiry into the main reason why Stalin's purges began?

Explain your answer, using Sources B and C and your knowledge of the historical context.

(8)

Source B describes how one of the reasons for the purges was Stalin's need to be the best at everything, such as how others could not speak 'better than Stalin does' this can also be seen through Stalin's decision to target Trotsky ~~to~~ because Zinoviev and Kamenev, as Trotsky's charisma was as well known.

Stalin's purges are also stated to be something that Stalin was waiting for the 'right moment' to do, suggesting that Stalin had planned ahead for the purges, proving that they were a calculated way to get rid of his enemies, especially those in the party. This makes Source B very useful, as it also comes from comments made by someone in the Party.

Source C is also quite useful as it proves

that one of Stalin's main reasons for the purges was to destroy any competition for leadership of the Communist Party. This can be seen by how followers of Trotsky, Zinoviev, Kamenev and all of whom could have become leader of the Communist Party after Lenin's death in 1924) were linked to General Kirov's murder, allowing Stalin to blame these people in order to put them through show trials. Source C also describes how (anybody who had ever doubted Stalin's policies) were accused, cementing that the Purges aim was to solidify Stalin's power and prevent opposition.



ResultsPlus
Examiner Comments

At Level 2 students will make developed comments related to the content of the sources and/or their provenance. In this case the student makes valid comments testing the content of the source against their own knowledge to assess its accuracy. As the student does not develop the statements made about the provenance of the sources, level 3 is not being met.



ResultsPlus
Examiner Tip

Students using precise knowledge to support points about the specific aspects of the source will always perform better than those who just use this question to write about the topic.

Question 3 (b-c)

In Question 3b, students are asked to identify a difference in the overall view being offered in the interpretations; these do not necessarily contradict each other but they do provide alternative views. The answers should identify the key difference but also provide support from each interpretation to demonstrate that difference. Many answers recognised that the two interpretations offered different views about the reasons for the purges and could select detail from the two interpretations to support the explanation of that difference.

It is important for students to remember that the focus of this question is to identify the differences between the views rather than identifying differences of surface detail as the latter can only be awarded marks in Level 1. Responses which asserted differences without support, for example stating that Interpretation 1 emphasises that Stalin's long-term paranoia led to the introduction of the purges, whereas Interpretation 2 emphasises the impact of the assassination of Kirov, stayed in Level 1.

Level 2 was achieved when the students indicated a clear difference of view and supported it with detail from the extracts. Many students were able to score full marks.

It is important that students recognise the relationship between questions 3b and 3c. Having identified that the two interpretations offer different views, students are asked to suggest a reason why these different views have been reached. They should be able to support their answer with reference to the interpretations.

The focus in Question 3c is on the process by which the historian produces their interpretation. Where answers suggested that when carrying out research, the authors had placed weight on different sources, students could score the full 4 marks by linking details in the interpretations with details in Sources B and C. However, this should be explained with references to both the interpretations and the sources rather than simply stating that 'the author of Interpretation 1 might have used Source B'.

Alternative explanations also recognise that the historian's emphasis may affect their research and conclusions. For example, whether an historian deals only with short term methods to stop police brutality or methods to create long-term social improvements.

Here again, the explanation needs to be supported by the use of the interpretations. In trying to give an explanation for a reason for the difference between interpretations some students are still attempting to use the provenance of the interpretations to provide this explanation, and this is unlikely to provide a valid basis for a response to this question. The full reasons for this are explained in the *Getting Started Guide* on pp 43-44. There is also some additional guidance in the 2019 Examiners' Report on p.25. As stated in *Getting Started*: 'Students should distinguish between their comments on contemporary sources and on these texts. Responses based on matters such as the origin or time of production of these secondary works are unlikely to be valid for this question.' A significant minority of students tried to provide explanations for difference on the basis of such factors as the titles of the books, their origin or date of production. Such approaches did not produce creditworthy responses.

(b) Study Interpretations 1 and 2.

They give different views about the main reason why Stalin's purges began.

What is the main difference between these views?

Explain your answer, using details from **both** interpretations.

(4)

The main difference between these views is on what they believe about the reasons for Stalin's purges. Interpretation 1 says that he was "paranoid" and "self-obsessed", suggesting that the reason for the purges was because of his own mental issues ^{perhaps clouding} ~~and desire to~~ his judgement. ~~establish his own vision of a total communist party.~~ Whereas Interpretation 2 ~~so~~ says that Stalin was determined to have "total control" ~~over the party~~ over "both the party and the country", suggesting that the main reasons for the purges was ^{tactically} to gain control of all aspects of the Soviet Union.

(c) Suggest **one** reason why Interpretations 1 and 2 give different views about the main reason why Stalin's purges began.

You **may** use Sources B and C to help explain your answer.

(4)

One reason why they give different views is because they may have studied different sources. For example, Interpretation 1 may have studied sources such as source B, which says that "Stalin, and only Stalin, must be the greatest Russian writer", emphasising his self-obsessed nature and desire to be the best at everything, suggesting that this was the main reason for the purges. In contrast, Interpretation 2 may have studied sources such as source C, which says that "these purges were acts of revenge against enemies of the Party", suggesting that the main reason for the purges was to remove political opponents so that Stalin could gain full control of the Party and country.



ResultsPlus
Examiner Comments

For Question 3b, this answer clearly states the main difference of view between the interpretations and supports this with extracts from the interpretations and as a result gets full marks.

For Question 3c, this student has gained full marks by explaining how the writers may have different views as they have given weight to different pieces of evidence. They evidence that by referring to the interpretations and the sources and therefore achieve a mark in Level 2.



The answer to 3b flags the difference between the interpretations using the word 'however'. Use of such a word indicates the candidate is comparing the interpretations.

For Question 3c, candidates need to make a clear link between the content of the sources and the content of the interpretations to show how the writer may have given weight to different pieces of evidence.

(c) Suggest **one** reason why Interpretations 1 and 2 give different views about the main reason why Stalin's purges began.

You **may** use Sources B and C to help explain your answer.

(4)

Interpretation one Stalin ^{was} self-obsessed and believed he was a genius. This links to source B when Bukharin says 'Stalin, and only Stalin, must be the greatest Russian writer.' This indicates that Stalin may have told someone about his purges.

Interpretation two Stalin orders 'arrest and execution' on people found guilty of Kirou's assassination. This links in with source C because it mentions Kirou's murder and people going ~~at~~ against Stalin's policies.



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Examiner Comments

This student has not suggested that the Interpretations may have used different evidence. They have shown the link between the sources and the interpretations but have not given a specific reason for the difference in view. The mark therefore stays in Level 1.



ResultsPlus
Examiner Tip

Students must clearly state the reason for the difference in view.

(b) **Study Interpretations 1 and 2.**

They give different views about the main reason why Stalin's purges began.

What is the main difference between these views?

Explain your answer, using details from **both** interpretations.

(4)

Main difference between interpretation 1 and 2 is that ~~he claims that in~~ Interpretation 1 that it shows that Stalin cares about himself does not worry about anyone else. On the other hand in Interpretation 2 shows how he cares about other people and how they disrupt his climb for power. This shows he does care. Shows differences.



ResultsPlus
Examiner Comments

This candidate has misunderstood the question and has just described surface features from the interpretations. The response achieves a mark in Level 1.

Question 3 (d)

Question 3(d) carries the highest number of marks on the paper. Successful students will have already seen how the views in the interpretations are different, why this might be the case and, in completing 3(a) have understood that there is likely to be evidence in support of both interpretations. They are now asked how far they agree with one of the interpretations. The strongest answers to 3(d), therefore, focused clearly on the interpretations themselves, reviewing the alternative views and coming to a substantiated judgement. Students need to recognise that they are not being asked to treat the interpretation as a source and evaluate its reliability or usefulness but to explain whether they think the historian has offered a valid view.

There is no expectation that both interpretations are dealt with in equal depth, but both should be examined explicitly. The use of contextual knowledge is an important element in this evaluation, but it must be precisely selected to support the evaluation of the interpretation.

A number of students were able to engage confidently with the interpretations, taking a range of approaches. However, very few of the strongest answers were able to show how the differences of view in the two interpretations were conveyed, for example through the use of language, tone, selection or omission of detail, emphasis created by the structure of the interpretation, etc.

It is expected that students will reach a judgement when answering this question and the strongest students developed their evaluation throughout the answer, creating a consistently argued response. Less successful answers offered points to support the views expressed in interpretation 2, then used interpretation 1 to challenge those views, before reaching the view that interpretation 2 was 'somewhat accurate' or saying that they 'partially agreed with the view in Interpretation 2. In these answers, there was little sense of evaluation, simply an explanation of the different views, with the acknowledgement that each had some valid points. The strongest answers to question 3(d), therefore, focused clearly on the interpretations themselves, integrating evaluation while reviewing the alternative views and coming to a substantiated judgement.

The selection of contextual knowledge to support the evaluation was often a strong aspect of students' responses with most students showing a good awareness of how to deploy their knowledge as well as being in possession of an appropriate level of detail. It was pleasing to note that there were very few responses which focused primarily on providing contextual knowledge for its own sake and that students showed an awareness of how to use their knowledge to help them decide on the validity of views selected from the interpretations. A small but noticeable number of students were unable to apply their own knowledge effectively. Merely asserting agreement with points in the interpretation by saying 'from my own knowledge I know this to be true' is not sufficient evidence of contextual knowledge.

A full range of responses suggest this question was accessible to students of all ability and full answers were generally provided showing that timing wasn't generally an issue on this paper. Students who focused exclusively on the view provided in interpretation 2 and used this as a basis for an essay based on their own knowledge were less successful.

The existence of the strands which make up AO4 leads to 'best-fit marking'. All strands are considered before a final mark is decided upon. The most successful students, therefore were able to display evidence of a clear understanding of all 3:

- the quality of the judgement based on reasoning
- the analysis of the provided material
- the deployment of knowledge of the historical context to support the application of criteria.

In addition, most students were able to provide full and structured responses with very few appearing to be rushed or running out of time.

(d) How far do you agree with Interpretation 2 about the main reason why Stalin's purges began?

Explain your answer, using **both** interpretations and your knowledge of the historical context.

(16)

I strongly ~~agree~~ ^{disagree} with interpretation 2 about the main reason why Stalin's purges began. You ~~could~~ could agree with interpretation 2 as Kirov's murder was a key point in Stalinist ~~tot~~ totalitarianism rule by, but, I think that the ~~epic~~ ^{epic} point of view of interpretation 1 (11), ~~was~~ that it was due to his paranoia, was the main reason.

~~I agree with 12 that~~ ~~you~~ One one had hand, you could agree with 12 about the main reason why Stalin's purges began. The interpretation says that "Kirov was assassinated in December 1934. This was the start of Stalin tightening his control over the country and the beginning of widespread purges". Kirov was a key leader of the ~~to~~ Communist Party in Leningrad and, therefore, had a lot of support. ~~but~~ During this time, many Communist Party members began to criticise Stalin's leadership of Russia, and Kirov, one of Stalin's closest allies, was calling for ~~a~~ ^{po} Policy reforms. Consequently, Stalin began to see Kirov as a threat to his power and dictatorship, and he had him murdered. This is

further shown by the interpretation, as it says "the circumstances were suspicious, and Stalin quickly claimed that Kirov's ~~murder~~ assassination was part of a plot to overthrow the Party." Many party members would've been suspicious of Stalin, therefore, he pointed the blame to many old Bolsheviks, who had opposed him and his ideologies. For Morozov, this could be considered the main reason why the purges began ~~because of~~ as Stalin used ~~the~~ Kirov's murder to get rid of his enemies and this first purge may have led to a snow ball effect which was out of his control. However, this interpretation is limited as it does not include the events preceding Kirov's murder and the text suggests that Stalin purged because of his desire for control, rather than his ~~ps~~ psychological issues such as paranoia.

In contrast, I ~~strongly~~ ^{strongly} agree with I2 about ~~the~~ the main reason why Stalin's purges began. The interpretation says "He believed he was a ~~of~~ genius who would play a unique ~~role~~ historical role". This is true ~~as Stalin~~ as after the NEP failed, Stalin believed he was the only one who ~~could~~ could reform Russia into an industrial superpower and defeat Hitler or any other opposition through his political reforms. The I2 also says that "he was also paranoid, seeing himself as a great man expecting opposition from jealous enemies".

This is also true as ~~to~~ Stalin had a perfect persecution complex where he had a constant paranoid ~~trudery~~ ~~treckery~~. This meant that any political oppositer was purged as he threatened to ~~retro~~ remove him from power and turn the Communist party against him. This is also evident as many people - even children were encouraged to report any work colleagues, teachers, school friends and family members who ~~sp~~ spoke out against ~~to his~~ the government and his Communist Party reforms. Additionally, ~~to~~ 12 says "By 1934, he felt ready to attack Lenin's original Bolshevik Party and establish his own version of the party". ~~to~~ St Through Kirov's ~~an~~ assassination, Stalin was able to remove many old Bolsheviks and opposition through the purges, thus creating a new Communist party, full of men who agreed with all he said and showed no outward sign ~~of~~ of opposition. ~~Overall, this shows that to 1 of~~

In conclusion, I strongly agree with interpretation 1 because ~~also~~ although, Kirov's murder played a key part in the introduction of the Purges I think that the underlying causes, such as his "paranoia" and "self-obsession", led to the purges as they contributed to his mindset of removing all opposition, initially shown by Kirov's murder in December 1934.



This student reviews the alternative views presented in the interpretations impressively and comes to a substantiated conclusion. Good contextual knowledge is used to support the analysis and there is a clear line of reasoning throughout. Level 4 has been met for all three strands: judgement, analysis and contextual knowledge. They therefore achieved a mark towards the top of Level 4.



Students who examine precise details from the interpretations and then use their own knowledge to support these points are more likely to gain the higher levels.

(d) How far do you agree with Interpretation 2 about the main reason why Stalin's purges began?

Explain your answer, using **both** interpretations and your knowledge of the historical context.

I agree to some extent ^{with} ~~that~~ interpretation 2 ⁽¹⁶⁾ and its idea about Stalin's purges, however I believe that other factors played into it, like the reasons stated in interpretation 1.

For example I agree with interpretation 2 when it claims that Stalin's reason to start the purges was due to Kirov's assassination as it led to Stalin increasing control over Russia. This meant he had more power and was now able to claim that Kirov's death was an attempt 'to overthrow the party'. I believe Stalin saw a place where he could use Kirov's assassination as an excuse/reason for him to take out his political opponents for 'plotting against the state' in order to ~~stay~~ ^{remain} unopposed while in power and therefore starting the purges.

However, ~~in it~~ I also agree with interpretation 1. This source claims that Stalin was 'totally self obsessed' and narcissistic, leading him to

believe he was 'a great man experiencing opposition from jealous ~~enemies~~ ^{enemies}' and this is what caused his starting of the purges. I agree with this as I think that Stalin's paranoia made him believe many people were out to get him, more than reality and that therefore pushed him to start the purges to eliminate opponents.

Interpretation 1 also claims that due to his self obsession Stalin felt the need to outdo Lenin at everyhine. It states that 'by 1934 he felt ready to attack Lenins original bolshevik party... this motivated him to begin the purges' I also agree that Stalin's self obsession led to the purges as he felt a need to prove himself leading to more and more drastic measures, like the purges.

In conclusion, I agree to some extent that the reasons stated in interpretation 2 were the main reason for Stalin's purges, but I believe other aspects like his personality and inwards look on himself need to be hugely considered as well. I think this because Stalin used cult of personality & (charm and charisma) in order to gain power and popularity, so I

believe it's important to see how his personality and views played a part in his huge decisions as well as external factors like Kirov's assassination.



ResultsPlus
Examiner Comments

This student provides an explained evaluation, agreeing and disagreeing with the interpretation and an overall judgement is given with some justification. This strand achieved a mark in Level 3. There is good analysis of the interpretations, and this strand is awarded Level 3. Some relevant contextual knowledge is used, putting this strand in Level 2.



ResultsPlus
Examiner Tip

Answers which are able to precisely analyse the interpretations rather than just giving the gist of each are more likely to be successful.

Paper Summary

Examiners commented that there were a number of impressive answers where students seemed well-prepared and demonstrated excellent knowledge being deployed to support thoughtful analysis and evaluation.

The following points should be noted:

- Students need to come up with an inference rather than paraphrasing the source in question 1.
- Students need to recognise the specific focus of the question so that the information being offered is shaped to meet the demands of the question rather than simply describing a situation or including irrelevant material. This is particularly important when considering question 2. Answers need to focus on why, rather than how.
- Students should appreciate the difference between sources and interpretations and be aware that interpretations are constructed by historians in order to offer their view of events.
- In all parts of Question 3, it is helpful to be explicit about the source or interpretation being discussed.

Spelling, punctuation and grammar were broadly accurate, and many answers used specialist terms with confidence but a poor standard of handwriting made a number of answers difficult to mark and exacerbated the difficulty in understanding a badly-expressed answer.

The SPaGST marks may be affected if there are weaknesses in these areas:

- Appropriate use of capital letters
- Correct use of apostrophes
- Weak grammar ('would of', 'based off of') and casual language, which is not appropriate in an examination.

If extra paper is taken, students should state clearly in the answer space for the question that it has been continued and where the rest of the answer had been written; this should be on an additional sheet rather than elsewhere in the paper and should be clearly labelled. However, in many cases where additional paper had been taken, the marks had already been attained within the space provided rather than on the extra paper and students should be discouraged from assuming that lengthy answers will automatically score highly. Indeed, students taking extra paper often ran out of time on the final, high mark question and therefore disadvantaged themselves.

Spelling, punctuation and grammar were assessed on 3(d) and the most impressive aspect of this strand was the use of specialist terms which perhaps reflects the detailed understanding many students had of this depth study.

Grade boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

